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ABSTRACT

In 1987-88, as a follow-up to a 1986-87 Learning Assessment Retention Consortium (LARC) study of the educational outcomes of 7,500 remedial writing students enrolled in California community colleges, data from the academic records of 2,701 of the original students were collected, and surveys were completed by a subset of 865 of the students. Only 15 of the 29 colleges that participated in the first study elected to participate in the follow-up. The follow-up survey solicited information on students' reported use of writing skills, employment status, persistence patterns, educational goals, grade point averages (GPA's), and number of remedial and non-remedial units taken. Study findings included the following: (1) 88% of the respondents reported that they used their writing skills in courses, while 51% of working students reported using writing skills for such tasks as letter and memo writing; (2) 54% of the students in the follow-up who were also in the original fall 1986 sample persisted through the spring of 1987, reflecting higher than average community college persistence rates; (3) Asian students had the highest persistence rates (49%), and Black students had the lowest rates (37%); (4) more Hispanic students changed their stated educational goals than students in other ethnic groups: (5) over 75% of the students persisting through spring 1987 earned a GPA of 2.0 or better; and (6) over time, students enrolled in fewer remedial courses. The survey instrument is appended. (PAA)

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Learning Assessment Retention Consortium

Student Outcomes Study

Final Report ▼ Follow-up of Year 1 ▼ September 1988

JC920048

LARC STUDENT OUTCOMES STUDY

FOLLOW-UP OF YEAR 1/WRITING
FINAL REPORT

This study was funded by the California Community Colleges Fund for Instructional Improvement. It was sponsored by the Learning Assessment Retention Consortium and coordinated by the Rancho Santiago College Research Center.

September 1988

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY
LARC Student Outcomes Study:
Follow-Up of Year 1 Writing Students

Overview

During 1986-87, LARC conducted a study of the outcomes of approximately 7500 students enrolled in remedial writing programs in 29 California community colleges. During 1987-88, LARC conducted a follow-up study of those students. Fifteen of the 29 colleges participated in the follow-up. The sample included 2701 students for whom records data were submitted and a subset of 865 students who responded to a follow-up survey.

Description of Sub-Sample/Survey Respondents

The subset of students who responded to the follow-up survey was compared to the eligible pool of survey respondents, those who completed the Fall 1986 writing course or who persisted to the Fall 1987 semester. While there were slight differences in the groups, the survey sample is representative of the eligible pool of respondents. (Table 2, p. 10) A comparison was also made between the characteristics of those in the original 1986-87 29-college sample and those in the 1987-88 15-college sample, and it was found that the groups were very similar. (Table 1, p. 9)

Survey Findings

Students were asked whether they used their writing skills in courses. Eighty-eight percent responded that they use their skills in such writing tasks as essay exams, class/homework assignments, research papers, and/or note taking. For working students, 51% reported they use their writing skills in such tasks as letter-, memo-, and report-writing. (p. 25) Ninety-four percent thought that they wrote "okay or better." (see appendix)

Persistence

Sixty-eight percent of the students in the 15-college sample re-enrolled in college in Spring 1987, the second semester of the study. Fifty-four percent of the students who were in the original Fall 1986 15-college sample completed Spring 1987, the second semester of the study, with one or more units. And 44% of the students in the original Fall 1986 15-college sample re-enrolled in college in Fall 1987, the third semester of the study. (Table 3, p. 15) These persistence-in-college rates are higher than the persistence rates generally found in the literature for the average community college student.

Student persistence rates from the beginning of the study to enrollment in the third semester of the study varied by original Fall 1986 English writing course level--highest rates were found for the lowest level students (51%) and lowest rates for Freshman Composition students (41%). A possible explanation for the lower persistence rate for the Freshman Composition group is that these students may have been ready to transfer to a four-year college after the Fall 1986 semester and had left the colleges for that purpose. In fact, survey findings show that 20% of the Freshman Composition survey respondent group had indeed transferred. Further follow-up study of Freshman Composition students is needed to determine conclusively whether these students are progressing through the educational system satisfactorily.

The persistence rates (in college Fall 1987) varied only slightly by ethnicity, with the exception of Black students who had the lowest persistence rate (37%). Asian students maintained the highest rates (49%); all other ethnic groups were close to the overall rate of 44%. (Table 16, p. 31)

The persistence of students in English writing courses for a second semester was also reviewed and, overall, 42% of the students re-enrolled in another writing course in

the Spring of 1987. Freshman Composition students were least likely to enroll in another writing course (18%). (Table 6, p. 18)

Student Goals

The findings of this study show that students change their educational goals over time. However, only 1% of the students were still "undecided" about their goal by Fall 1987. Students who initially declared A.A. or transfer goals demonstrated the least amount of goal change. (Table 13, p. 27) "Goal-changers" included a larger percentage of Hispanic students than did "non-changers." (Table 14, p. 29) The significance of these findings is in recognizing that students often change their initially-declared educational goal, and educational plans should thus remain flexible.

GPA

Over 75% of the students in the 15-college sample earned a 2.0 or better GPA during the Fall 1986 and Spring 1987 semesters. GPA's varied by original Fall 1986 writing course level; students in the higher levels of their original Fall 1986 writing course earned higher GPA's. (Table 5, p. 17)

There is some variation in GPA by ethnicity. In Spring 1987, 34% of Black students in the sample and 28% of Hispanic students earned GPA's below 2.0. This contrasts with 21% for White students and 16% for Asian students. (Table 15, p. 30)

Remedial Units

In Fall 1986, the students in the 15-college sample were enrolled in an average of three remedial (in writing, reading, or math) units. Over time, the students enrolled in fewer remedial units; in Spring 1987 they were enrolled in an average of one remedial unit (out of an average 11-unit course load), and by Fall 1987, the average sample

student was not enrolled in any remedial units. (Table 9, p. 22) This finding demonstrates that the students who had been enrolled in remedial programs progressed to a larger proportion of college level coursework.

INTRODUCTION

INTRODUCTION

Background

Increasing student success is a major goal of the California community colleges. This goal is also the focus of the Learning, Assessment, Retention Consortium (LARC), a California-based organization. Members of this statewide network--formed in 1981 and now including 80 colleges--share a common purpose: to translate concern about student success into local action. From the beginning, LARC has identified research as a major priority and a critical link to accountability.

Recognizing the increased statewide need for internal and external accountability information, as well as the need for program evaluation and improvement information, LARC identified the measurement of selected student outcomes as a major research priority. Its goal in 1986-87 was to develop a generic student outcomes evaluation model and to pilot test the model in remedial writing programs in California community colleges during the Fall of 1986. That project was successfully completed in 29 colleges; the evaluation model was later extended in Fall 1987 to remedial reading programs at 28 California community colleges.

Purpose

Along with extending the model to remedial reading programs, a second phase of the original study was also conducted to follow-up the Fall 1986 writing students. After reviewing the findings from the LARC Year 1/Writing Outcomes Study, several key questions were posed regarding the long-term success of students in remedial writing programs. These questions included the following:

1. What are students' persistence rates in college?

   Do these rates vary by original course level of writing?

   If students do persist, how many units do they earn?

2. What are students' overall GPA's for Fall 1986 and Spring 1987 (the second and third semesters of the study)?

   Do these GPA's vary by original writing course level?

3. What are the persistence rates in English writing courses? How do students perform in these courses?
4. Do students who completed in English writing courses during Fall 1986 and/or Spring 1987 have higher GPA's than those who did not?
5. Do students reduce the proportion of remedial units taken over time?

   Are there differences by original course level or ethnicity?

6. Do students with greater gains in writing skill (according to the Fall 1986 pre-/post-testing) enroll in more non-remedial units?
7. How capable and prepared do students feel about their writing skills? Do self-ratings vary by original course level?
8. In what ways do students use their writing skills?
9. How much long-term educational-goal-change occurs from the start of Fall 1986 to the end of Fall 1986 to the start of Fall 1987?

   Do these changes vary by original course level or initial goal?

10. Do students who change goals differ from those who did not change goals?
11. Do ethnic groups differ with respect to:

    GPA's,

    persistence (Fall 1986 to Fall 1987),

    self-ratings of writing preparedness, or

    self-ratings of writing skills?

This report describes the sample, methods, findings, and conclusions of the Year 1/Writing Follow-up Study. Each question identified above is addressed, in turn, in the findings section of the report. This report was prepared by the LARC Research Steering

Committee and a writing team of research professionals, basic skills instructional professionals, and representatives of related statewide organizations.

SAMPLE DESCRIPTION

SAMPLE DESCRIPTION

Colleges that had participated in the Year 1/Writing Outcomes Study (conducted during the 1986-87 school year) were invited to participate in the 1987-88 Follow-up Study. Fifteen of the 29 original colleges elected to do so; a list of these colleges can be found in the appendix.

The follow-up sample consisted of 2,701 students with records data submitted and a subset of 865 students who responded to the follow-up survey. These figures represent a 65% records submittal rate for the 15-college sample (from a possible sample of 4,128 students from the year 1/Writing Outcomes Study) and a 31% response rate from the students eligible for the follow-up survey (from a possible sample of 2,811 students who had completed the Fall 1986 writing course or had persisted to the Fall 1987 semester). It is important to note, however, that the total number of responses for each question will not equal the above figures because not all data elements were collected on every student in the sample.

A comparison was made between the students in the original Year 1 sample of 29 colleges and the follow-up sample of 15 colleges to ensure adequate representation in the follow-up sample. The sample characteristics selected for comparison were the samples' ethnic, age, and sex distributions. These comparisons are shown in Table 1.

It can be seen in Table 1 that the two samples are very similar., The follow-up sample has slightly fewer Blacks and more Whites but overall reflects the composition of the original sample.

Table 1

COMPARISON OF SAMPLE CHARACTERISTICS
ORIGINAL YEAR 1 TO FOLLOW-UP

Ethnicity	Original Year 1 Sample From 29 Colleges (n=8,034)	Follow-up Sample From 15 Colleges (n=2,701)
Black	8.2%	5.8%
Asian	8.8	9.0
Hispanic	17.2	19.1
Other Non-Caucasian	6.2	6.1
White	52.9	57.8
Unknown	6.8	2.1
Age	**(n=8,034)**	**(n=2,701)**
17 or under	11.8%	8.1%
18	31.1	34.6
19	16.2	17.4
20 - 21	14.2	14.4
22 - 25	11.6	10.4
26 - 30	7.0	6.6
31 - 40	5.5	5.4
41 - 50	2.0	2.3
51 - 65	0.6	0.7
over 65	0.1	0.1
Sex	**(n=8,034)**	**(n=2,701)**
Male	48.1%	47.5%
Female	51.9	52.5

The subset of sample students who responded to the follow-up survey was also compared with the eligible pool of survey respondents to determine whether the low response rate (31%) would unduly affect interpretations of the survey data. The two groups were compared with regard to ethnicity, age, and sex as shown in the following table:

Table 2

COMPARISON OF ELIGIBLE SURVEY RESPONDENTS TO ACTUAL SURVEY RESPONDENTS (15 College Follow-up Sample)

Ethnicity	Survey Eligibles* (n = 2,811)	Survey Respondents (n = 865)
Black	5.7%	4.6%
Asian	9.0	10.1
Hispanic	19.2	22.3
Other	6.1	5.2
White	58.0	55.4
Unknown	2.1	2.4
Age	**(n = 2,811)**	**(n = 865)**
17 or under	8.2%	9.5%
18	34.3	32.5
19	17.2	16.4
20 - 21	14.5	12.2
22 - 25	10.7	10.4
26 - 30	6.5	7.2
31 - 40	5.4	7.1
41 - 50	2.3	3.8
51 - 65	0.6	0.9
over 65	0.1	0
Sex	**(n = 2,811)**	**(n = 865)**
Male	47.8%	46.1%
Female	52.2	52.9

*Those who completed the Fall 1986 writing course and/or persisted to Fall 1987

Table 2 shows that the pool of eligible survey respondents, students who had completed the Fall 1986 writing course or had persisted to the Fall 1987 semester, was 42% minority, 59.7% age nineteen or younger, and 52.2% female. The students who actually responded to the follow-up survey, sent a year after enrolling in the original writing course, were 44.6% minority, 58.4% age nineteen or younger, and 53.9% female.

In comparing the two groups, there were slight differences in the groups' characteristics, but overall the actual survey sample does reflect the eligible pool, despite the low response rate. The actual survey sample includes slightly more minorities and females, and is slightly older than the eligible pool of survey respondents.

In further characterizing the sample, results from the follow-up survey revealed that 86% of the respondents were attending college at the time of the survey (Fall, 1987) and that 93% of those attending were enrolled at a community college. Twenty percent of the original Freshman Composition students (a sub-sample of the survey respondents) had transferred to a four-year college/university. The majority of the sample (74%) was also employed at the time of the survey. Twenty-eight percent were employed full-time and another 47% part-time (please see the appendix for the actual tally of responses related to these characteristics).

STUDY METHOD

STUDY METHOD

All 29 colleges from the Year 1/Writing Outcomes Study (1986-87) were invited to participate in the Follow-up Study, Fall 1987. Fifteen colleges elected to conduct the follow-up and were asked to include the total original sample from their respective colleges in the Follow-up Study.

Two methods of data collection were used: 1) a review of the students' college records and 2) a survey of students who had completed the Fall 1986 writing course and/or had persisted in college to Fall 1987. Both the records data collection and survey administration were conducted during Fall 1987.

Records data consisted of information about each student's:

completion of the original Fall 1986 writing course;

Fall 1986 GPA;

units completed, GPA, and writing course grade, Spring 1987;

enrollment in Fall 1987; and

number of remedial and non-remedial units, Fall 1987.

Survey data consisted of information about each student's:

attendance in school or college;

employment status;

current educational goal;

self-perception of writing preparedness and capability;

use of acquired writing skills in college coursework and on the job; and

college re-enrollment plans (for non-continuing students).

As an incentive, and to offset the costs of conducting the follow-up, colleges were paid $1 for each completed student record form (requiring data from the college's official student records) and $5 for each completed student follow-up survey form. A copy of each of these forms can be found in the appendix.

FINDINGS

FINDINGS

This section analyzes the data in terms of the questions posed at the beginning of this report. Each question is addressed in turn. A variety of data sorts and crosstabulations were used to answer the questions; these are included within the text of the report whereas the complete tally of records data and survey data can be found in the appendix.

The Research Questions

What are students' persistence rates in college? Do these rates vary by level of writing? If students do persist, how many units do they complete? If they don't persist, do they plan to return?

Table 3 shows that 76% of the students in the 15-college sample completed one or more units during Fall 1986. This rate did vary by the level of the original writing course taken in Fall 1986, but only for the extreme levels: The highest level of writing, Freshman Composition, had the lowest persistence rate (67%) whereas the lowest level, three levels below Freshman Composition, had the highest rate (85%). (The size of the "Unknown" categories vary and are sometimes large; this could affect the differing completion rates.)

Sixty-eight percent of the Fall 1986 15-college sample continued enrollment to the following semester, Spring 1987; 15% did not continue, and data was unavailable for 18%.[1] Again by level of writing, the highest level had the lowest continuation rate (63%) and the lowest level had the highest rate (80%). The lower continuation rate for students from the highest level of writing, Freshman Composition, may indicate that those students transferred to a four-year college; further study is necessary.

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[1] These persistence rates differ from those reported in the LARC Student Outcomes Study Final Report/Year One because a category for "Unknown" was included in this distribution and not in that of the 1986-87 final report.

Fifty-four percent of the Fall 1986 15-college sample completed the Spring, 1987 semester; highest completion rates were found for the Freshman Composition students (61%) and for the students who were originally three levels below Freshman Composition (61%).

Overall persistence one year, or three semesters, later, to the Fall 1987 semester, was 44%. The lowest persistence rates were found for the original Freshman Composition students (41%) and for students one level below Freshman Composition (43%). Again, this is to be expected of these levels and may be an indication that students are progressing through the curriculum toward completion of their educational goals.

Table 3

PERSISTENCE RATES IN COLLEGE BY ORIGINAL LEVEL (15-college survey sample)

PERSISTENCE MEASURES	Fall '86 Writing Course Level				TOTAL
	Freshman Comp	1 Level Below	2 Levels Below	3 Levels Below	
Original sample: Enrolled Fall 1986 (those colleges participating in Follow-up Study)	n=412	n=2,373	n=1,235	n=208	n=4,128
Completed Fall 1986 Semester:					
Yes	67%	76%	78%	85%	76%
No	6	7	8	10	8
Unknown	27	17	14	2	5
Enrolled in Spring 1987 Semester:					
Yes	63%	67%	68%	80%	68%
No	9	14	18	14	15
Unknown	28	19	14	6	18
Completed Spring 1987 Semester:					
Yes	61%	53%	53%	61%	54%
No	11	12	15	13	13
Unknown	27	35	32	26	33
Enrolled Fall 1987 Semester:					
Yes	41%	43%	45%	51%	44%
No	27	16	17	21	18
Unknown	32	41	38	28	39

College records for Spring 1987 were reviewed to determine the number of units that students complete when they do persist for a second semester. Table 4 shows the overall distribution of units completed for Spring 1987. From the table it can be seen that most students (62%) completed between 6 and 15 units.

Table 4

DISTRIBUTION OF UNITS COMPLETED
SPRING 1987
(Follow-up Sample)

Number of Units	Number	Percent
0	497	18%
1 - 5	321	12
6 - 10	721	27
11 - 15	950	35
16 - 20	950	35
21 and above	17	1
TOTAL	2,701	

For students who were not persisting in college at the time of the follow-up survey, it was reported that the majority, 80%, planned to re-enroll within the year (see appendix, Survey Data - Item #11, for the actual tally of responses). This finding supports the belief that students tend more often to "stop out" and later re-enroll in college than to drop out of school altogether.

What are students' overall GPA's for Fall 1986 and Spring 1987? Do these GPA's vary by level?

The distribution of GPA's for the Fall 1986 and Spring 1987 semesters are shown in Table 5. The overall distribution in the fall semester is nearly identical to the spring's. Both show 77% of the students earning GPA's of 2.0 or better. By level of writing, students from the Freshman Composition level earn higher GPA's than do any of the other levels. In fact, the figures from the table reveal an interesting trend: the higher the original level of writing, the higher the GPA.

Table 5

DISTRIBUTION OF FALL 1986 AND SPRING 1987 GPA'S BY ORIGINAL LEVEL OF ENGLISH (Follow-up Sample)

Original Year 1 Writing Levels	Fall '86 Below 1.0	1.0/ 1.9	2.0/ 2.9	3.0/ 3.9	4.0	Spring '87 Below 1.0	1.0/ 1.9	2.0/ 2.9	3.0/ 3.9	4.0
Fresh Comp	3%	15%	43%	33%	6%	1%	11%	40%	39%	10%
1 LB	3	18	46	28	5	4	20	46	26	4
2 LB	3	19	45	25	9	6	21	45	23	5
3 LB	6	26	43	19	7	4	23	40	26	7
OVERALL	4%	19%	44%	27%	6%	4%	20%	45%	27%	5%

What are the persistence rates in English writing courses? How do students perform in these courses?

With regard to persistence in English writing courses, Table 6 shows that 74% of those who started a writing course completed it. Forty-two percent of those originally enrolled in English writing courses re-enrolled in another writing course the following semester (Spring, 1987).

Table 6

PERSISTENCE RATES IN ENGLISH WRITING COURSES
BY LEVEL
(Source: 1986-87 Final Report Data)

Original Year 1 Writing Levels:	Enrolled Fall '86	Completed Writing Course Fall '86	Enrolled in Writing Course Spring '87
Freshman Composition (n=412)	100%	60%	18%
1 Level Below (n=2,273)	100	73	43
2 Levels Below (n=1,235)	100	78	49
3 Levels Below (n=208)	100	83	53
OVERALL (n=4,128)	100%	74%	42%

Table 6 also shows students three levels below Freshman Composition having the highest completion rates for the original course. Freshman Composition students show the lowest re-enrollment rates in writing courses the following spring. The highest

Spring 1987 persistence rates come from the two lowest original writing levels.

Students' performance in the Spring, 1987 writing course is shown in Table 7. From this table it can be seen that 69% of the students completing a Spring, 1987 writing course earned a "C" or better.

Table 7

DISTRIBUTION OF GRADES EARNED IN SPRING 1987 WRITING COURSE
(Follow-up Sample)

Grade	Number	Percent
A	140	8%
B	432	25
C	412	24
D	98	6
F	111	6
Withdrawal	195	11
Credit	213	12
Non-Credit	49	3
Incomplete	98	6
TOTAL	1,748	100%

Do students who completed English writing courses during Fall 1986 and/or Spring 1987 have higher GPA's than those who did not?

The distributions of the fall and spring GPA's for writing course completers and non-completers are shown in Table 8. No differences in GPA's between the two groups were found for either semester; students who complete writing courses do not tend to have higher GPA's than students who do not.

Table 8

DISTRIBUTION OF FALL 1986 AND SPRING 1987 GPA'S FOR COMPLETERS AND NON-COMPLETERS IN ENGLISH WRITING COURSES (Follow-up Sample)

GPA	Completers	Non-Completers
Fall 1986	n = 1,409	n = 958
Below 1.0	2.6%	3.9%
1.0 - 1.9	17.3	19.4
2.0 - 2.9	46.3	42.7
3.0 - 3.9	27.7	28.2
4.0	6.0	5.8
Spring 1987	n = 1,335	n = 709
Below 1.0	4.7%	2.8%
1.0 - 1.9	20.3	15.9
2.0 - 2.9	46.7	42.3
3.0 - 3.9	24.6	30.0
4.0	3.7	8.9

Do students reduce the proportion of remedial units taken over time? Are there differences by level or ethnicity?

The proportion of remedial and non-remedial units taken by the sample is displayed in Table 9. This table not only provides a breakdown of these proportions by level of writing and ethnic group, but also shows how these proportions have changed over time (Fall 1986, Spring 1987, Fall 1987). Taken as a whole, one year after the original study, the sample was enrolled in eight non-remedial units and no remedial units on the average. Table 9 shows the gradual decline in the overall average number of remedial units taken by students, from three units in Fall 1986 to one unit in Spring 1987 to zero units in Fall 1987.

Also from Table 9 it can be seen that students originally from the lower levels of writing took an average of one unit of remedial coursework in the Spring 1987 semester. While the pattern among the various ethnic groups is less clear, minorities appear (when taken together) to enroll in a greater proportion of remedial units than non-minority (white only) students in each of the three terms.

Table 9

MEAN NUMBER OF REMEDIAL AND NON-REMEDIAL UNITS
ENROLLED IN BY ORIGINAL LEVEL AND ETHNICITY
(Follow-up Sample)

	Fall 1986			Spring 1987			Fall 1987		
	Remedial	NonRemedial	Percent Remedial	Remedial	NonRemedial	Percent Remedial	Remedial	NonRemedial	Percent Remedial
Writing Level Fall 1986:									
Freshman Comp.	0	13	0%	0	11	0%	0	8	0%
1 Level Below	2	11	15	1	11	8	0	8	0
2 Levels Below	5	7	42	2	9	18	1	8	11
3 Levels Below	3	10	23	1	10	9	1	8	11
Ethnicity:									
Amer.Indian	3	9	25%	2	9	18%	0	7	0%
Black	3	10	23	1	10	9	1	8	11
Asian	3	10	23	1	11	8	0	9	0
Pac.Islander	2	11	15	1	11	9	3	9	25
Alaskan Native	5	8	38	0	13	0	0	12	0
Hispanic	4	9	31	2	9	18	1	8	11
Filipino	3	8	27	1	10	9	1	8	11
White	3	10	23	1	10	9	0	8	0
TOTAL	3	10	23%	1	10	9%	0	8	0%

*matched pairs - includes students for whom pre- and post- student records data and follow-up data are available.

Do students with greater skills gain enroll in more non-remedial units?

Table 10 displays the distribution of non-remedial units taken by students in Fall 1987. Also shown are the various non-remedial unit-load distributions according to the change in essay skills made by students during the Fall 1986 writing course. This data does not provide evidence for a relationship between essay skills gain and number of subsequent non-remedial units taken by writing students, with the possible exception of students who gained 7 or more points in their essay skills score. These students did tend to enroll in more non-remedial units.

Table 10

DISTRIBUTION OF FALL 1987 NON-REMEDIAL UNITS BY ESSAY SKILLS GAIN MADE FALL 1986 (Follow-up Sample)

Essay Skills Gain in Fall 1986 Writing Course	Non-Remedial Units 1-3	4-6	7-9	10-15	16+
-2 or more	6%	11%	15%	59%	9%
-1	7	12	14	53	14
0	7	9	12	56	15
1	4	9	15	59	14
2	8	7	14	57	15
3	8	4	15	60	13
4-6	13	8	21	48	10
7+	3	7	17	47	27
OVERALL	6%	9%	14%	56%	14%

How capable and prepared do students feel about their writing skills? Do self-ratings vary by levels?

Table 11 provides the average (mean) self-ratings of students' writing skills and writing preparedness (with respect to the student's educational goal) one year after starting their original writing course in Fall 1986. The scale used for rating writing skills ranged from 1 to 5 and the scale for writing preparedness from 1 to 10. The lowest point on both scales was "1". Also shown in the table are the average ratings for each group by each original level of writing course.

Table 11

AVERAGE SELF-RATINGS OF WRITING SKILL AND PREPAREDNESS FOR EDUCATIONAL GOAL BY LEVEL
(Survey Respondents)

Original Level of English Writing Course: Fall 1986	Writing Skill (1 - 5)	Preparedness for Educational Goal (1 - 10)
Freshman Composition (n=71)	3.76	6.77
1 Level Below (n=336)	3.52	6.41
2 Levels Below (n=208)	3.35	6.11
3 Levels Below (n=39)	3.54	6.51
OVERALL (n=654)	3.50	6.37

Overall, students' self-ratings of their writing skills and preparedness are on the positive side of the scales. There is little variation among the original levels of writing with the exception of Freshman Composition. Those at the most advanced level of instruction (Freshman Composition) do rate themselves higher on both measures than do the three lower level groups. Students from the lowest level, interestingly, rate themselves higher than either the "1 Level Below" or "2 Levels Below" students.

In what ways do students use their writing skills?

Students use their acquired writing skills in a variety of ways. Nearly all (88%) reported on the follow-up survey that they use their skills in their college coursework. Most often students reported that they used writing in their homework assignments (72%), on essay exams (70%) and term papers (56%), and in taking class notes (50%). For students who were employed, 51% reported using their acquired writing skills. On-the-job types of writing most often included memos (57%) and letters (48%) (Please see the appendix for a complete tally of actual responses to the types of writing done by students).

How much long-term educational-goal-change occurs from the start of Fall 1986 to the end of Fall 1986 to the start of Fall 1987? Do the changes vary by level or initial goal?

Changes in students' educational goals from the beginning to the end of the Fall 1986 semester are depicted by Table 12. Upon comparing figures from the right-most column with the bottom row, it can be seen that the overall goals of the sample remained fairly constant from the beginning of the remedial English writing course to the end. For example, one percent of the sample stated "vocational certificate" as their goal at the beginning of Fall 1986, and by the end of that semester, 2% of the total sample identified "vocational certificate" as their goal.

The figures along the outlined diagonal reveal the percentage of students with no goal change. In other words, these figures represent the percentage of students who maintained the same goal throughout the Fall 1986 semester. For example, in the case of students declaring "vocational certificate" as their goal, half (50%) maintained that same goal throughout the Fall 1986 semester. Overall, 57% of the students had the same pre- and post-goals; 43% changed goals.

By reviewing the body of the table it also appears that students who have more

Table 12

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by POST-EDUCATIONAL GOALS
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL* Start of Fall 1986	POST-EDUCATIONAL GOAL* End of Fall 1986									
	VOC CERTIF (N=10)	AA AND TRANSFER (N=285)	AA VOCAT (N=45)	AA GEN ED (N=65)	TRANSFER NO AA (N=151)	PERSONAL INTEREST (N=10)	RELATED TO EMPL (N=17)	OTHER (N=8)	UNKNOWN (N=30)	PRE OVERALL (N=626)
VOCATIONAL CERTIFICATE (N = 6)	50%	17%	17%	0	17%	0	0	0	0	1%
AA AND TRANSFER (N = 291)	1	68	4	5%	19	0	1%	0	2%	46
AA VOCATIONAL (N = 52)	2	17	44	27	4	0	0	0	6	8
AA GENERAL EDUCATION (N = 48)	2	17	10	52	4	2%	2	4%	6	8
TRANSFER/NO AA DEGREE (N = 145)	1	37	0	2	55	1	1	0	3	23
PERSONAL INTEREST (N = 10)	0	0	0	10	0	60	20	10	0	2
RELATED TO EMPLOYMENT (N = 21)	0	10	5	5	5	29	43	0	5	3
OTHER (N = 12)	8	33	0	0	25	0	0	17	17	2
UNKNOWN (N = 41)	0	24	2	17	20	5	5	5	22	7
POST OVERALL (N = 626)	2%	46%	7%	10%	24%	3%	3%	1%	5%	57%

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning and end of semester.

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Table 13

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by EDUCATIONAL GOAL, Fall 1987*
(15 College Follow-up Sample)

	EDUCATIONAL GOAL, Fall 1987*								
PRE-EDUCATIONAL GOAL Fall 1986*	VOC CERTIF (N=25)	AA AND TRANSFER (N=284)	TRANSFER NO AA (N=140)	AA ONLY (N=78)	JOB SKILLS (N=23)	PERSONAL INTEREST (N=23)	OTHER (N=45)	NO GOAL (N=8)	PRE OVERALL (N=626)
VOCATIONAL CERTIFICATE (N = 6)	33%	33%	0	17%	0	0	17%	0	1%
AA AND TRANSFER (N = 291)	2	59	19%	8	3%	1%	7	1%	47
TRANSFER/NO AA (N = 145)	3	39	41	6	1	3	7	0	23
AA ONLY (N = 100)	8	35	6	32	4	4	9	2	16
JOB SKILLS (N = 21)	5	19	24	10	19	14	19	0	3
PERSONAL INTEREST (N = 10)	10	20	10	0	0	50	10	0	2
OTHER (N = 12)	8	25	33	17	8	0	8	0	2
NO GOAL (N = 41)	5	24	22	20	10	7	2	10	7
POST OVERALL (N = 626)	4%	45%	22%	12%	4%	4%	8%	1%	45%

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning of Fall 1986 and and Fall 1987.

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defined goals initially (i.e., "AA and transfer") experience less change than do students who are less clear about their goals ((i.e., "other").

Table 13 compares changes in students' original goal (Fall 1986) to their stated goal one year later (Fall 1987). From this table it can be seen that students tend to change their goals more over time. Overall, only 45% of the sample held the same educational goal a year after they were first surveyed. The right and bottom margins appear to be less similar than those found in Table 12, indicating more educational goal changing. Overall, only one percent of the students were still undecided or without a goal a year after the study began. Again, the least amount of change was found for students wanting an "AA degree and transfer."

For a breakdown of Tables 12 and 13 by original level of writing, please see Tables A-D and Tables E-H, respectively, in the appendix.

Do students who changed goals differ in their characteristics from those who did not?

The characteristics of goal changers and non-changers are displayed in Table 14. Goal change was measured from the start of Fall 1986 to the end of Fall 1986 and again from the start of Fall 1986 to Fall 1987. Table 14 shows the group differences with regard to students' ethnicity, age, and sex.

From Table 14 it can be seen that students who are characterized as goal changers more often tend to be Hispanic. Goal changing within the Fall 1986 semester occurred more often for younger students while longer range goal changing (from Fall 1986 to Fall 1987) occurred more often for students 22 years of age and older. No apparent differences were found between the sexes.

Table 14

DISTRIBUTION OF CHARACTERISTICS OF EDUCATIONAL GOAL CHANGERS AND NON-CHANGERS
(Survey Respondents)

	Fall '86 Beginning to End Goal Change		Fall '86 to Fall '87 Goal Change	
Ethnicity	Changers (n=271)	Non-Changers (n=355)	Changers (n=346)	Non-Changers (n=280)
Black	4%	5%	5%	5%
Asian	10	10	10	10
Hispanic	28	21	28	20
White	53	57	53	58
Other	5	5	5	5
Unknown	1	1	1	2
Age				
18 or younger	43%	40%	39%	44%
19 - 21	32	27	28	27
22 and older	32	33	33	29
Sex				
Male	47%	46%	47%	46%
Female	53	54	53	54

Do ethnic groups differ with respect to: GPA's, persistence (Fall 1986 to Fall 1987), self-ratings of preparedness, or self-ratings of writing skills?

An analysis of GPA's, persistence, and self-ratings by ethnic group is presented in Tables 15 to 18. To facilitate interpretation various ethnic categories were combined because of the small number of cases in each category. The combined category is labeled "Other" and represents American Indian, Alaskan Native, Pacific Islander, Filipino, and Other Non-Caucasian students. Table 15 displays the distribution of students' GPA's for Fall 1986 and Spring 1987. From this table it appears that Asian and White students earn the highest grades. Black and "Other" students earn the lowest grades.

Table 15

DISTRIBUTION OF FALL 1986 AND SPRING 1987 GPA'S
BY ETHNICITY
(Follow-up Sample)

Ethnicity	Below 1.0	1.0/ 1.9	2.0/ 2.9	3.0/ 3.9	4.0
Fall 1986					
Black (n=149)	3%	24%	52%	16%	5%
Asian (n=229)	2	14	42	35	7
Hispanic(n=465)	3	21	46	25	5
White(n=1,492)	4	17	44	29	7
Other(n=156)	6	22	46	22	5
Unknown(n=52)	0	23	40	29	8
Spring 1987					
Black(n=117)	3%	31%	48%	15%	3%
Asian(n=199)	4	12	48	31	5
Hispanic(n=396)	6	22	46	23	4
White(n=1,194)	4	17	44	30	6
Other(n=135)	4	26	50	17	4
Unknown(n=49)	0	27	43	22	8

Differences among the ethnic groups' persistence rates from Fall 1986 to Fall 1987

are shown in Table 16. Overall, 44% of the original sample was still enrolled in college a year after the study began. Highest persistence rates were found for Asian students and the lowest rates found for Black students.

Table 16

COLLEGE PERSISTENCE RATES BY ETHNICITY
(Original 15 College Sample)

Ethnicity	Enrolled in College Fall 1987
Black	37%
Asian	49
Hispanic	45
White	47
Other	46
Unknown	17
OVERALL	44%

Table 17 shows the distribution of students' self-ratings of writing preparedness for achieving educational goals. The rating scale ranges from a low of "1" to a high of "10". Overall, 56% of the sample gave ratings of 7 or above. Also shown in Table 17 are the average ratings for each of the ethnic groups. Very little differences can be seen among the various ethnic groups. White students, who had the highest self-ratings, gave only slightly higher ratings ($\bar{x}$=6.4) than did Asian or "Other" students ($\bar{x}$=6.1) who had the lowest self-ratings among the various ethnic groups.

Table 17

DISTRIBUTION OF SELF-RATINGS OF WRITING PREPAREDNESS BY ETHNICITY
(Survey Respondents)

Ethnicity	Don't know	not prepared 1/2	3/4	5/6	7/8	well prepared 9/10	average rating
Black(n=36)	3%	6%	3%	44%	31%	14%	6.4
Asian(n=81)	4	7	5	38	38	7	6.1
Hispanic(n=156)	1	6	4	27	55	7	6.5
White(n=424)	1	5	9	28	44	13	6.5
Other(n=38)	3	3	3	42	42	8	6.4
Unknown(n=21)	0	5	10	38	33	14	6.1
OVERALL(N=756)	2%	5%	6%	31%	45%	11%	6.4

Average student self-ratings of writing skills, by ethnicity, can be seen in Table 18. The rating scale for writing skills range from a low of "1" to a high of "5". The average self-rating for the total sample was 3.5. Also from Table 18 it can be seen that the self-ratings varied only slightly by ethnicity. White students again gave the highest self-ratings of their writing skills ($\bar{x}$=3.6) while Asian and "Other" students rated their skills the lowest ($\bar{x}$=3.3).

Table 18

AVERAGE SELF-RATINGS OF WRITING SKILLS
BY ETHNICITY
(Survey Respondents)

Ethnicity	Average Rating (range 1-5)
Black(n=29)	3.6
Asian(n=68)	3.3
Hispanic(n=144)	3.5
White(n=362)	3.6
Other(n=35)	3.4
OVERALL(n=638)	3.5

CONCLUSIONS

CONCLUSIONS

Conclusions drawn from analyzing the findings of the follow-up study will be discussed topically. These topics, each to be discussed in turn, include persistence, performance, remedial units, goal changing, and self-perceptions.

Persistence

The persistence rates of students in the follow-up study declined slowly over the period of the study (Fall 1986 to Fall 1987). By Fall of 1987, 44% of the original sample were still enrolled. The re-enrollment rate was the lowest for students in the more advanced levels of Fall 1986 writing courses. This finding may be a positive indication that students are moving through the curriculum and achieving their educational goals.

Students who persist enroll in between 6 to 15 units per semester. And students who do not persist have intentions of re-enrolling within the near future.

Students also persist in writing courses. Three-fourths completed the original writing course and another 42% enrolled in another writing course the following semester. Of those who persisted, the majority, 74%, passed the subsequent writing course. The Freshman Composition level showed the lowest re-enrollment rate. The highest rates for enrolling in subsequent writing courses were found for the lowest original writing course levels. This supports the conclusion that students are persisting and moving up/through the curriculum to achieve their goals.

College persistence rates from Fall 1986 to Fall 1987 did vary slightly according to ethnicity. Asian students maintained the highest persistence rates (49%) while Black students had the lowest rates (37%). The 37% rate for Blacks is significantly lower than the other ethnic groups and is cause for further study.

Performance

The majority of students in the study were performing satisfactorily in their courses. Seventy-seven percent maintained GPA's of 2.0 or better for both the Fall 1986 and Spring 1987 semesters. Students from the higher levels of the original writing course maintained higher GPA's than students from the lower levels. No relationship, however, was found between GPA and persistence in writing courses. In other words, students with low GPA's persisted in writing courses just as frequently as students with high GPA's.

The performance of students, as measured by GPA's, did vary according to ethnicity. White and Asian students earned the highest GPA's while Black and "Other" (non-Caucasian or non-Hispanic) students earned the lowest. The performance and persistence data on the Black students, when taken together, indicate a need to intensify assistance to this particular ethnic group.

Remedial Units

Over the period of the study, Fall 1986 to Fall 1987, students gradually declined in the number of remedial units they were taking. Students who made very high gains in their essay writing skills tended to enroll in more non-remedial units, on the average, than other students.

Within a year after the original writing course, students at the lowest level, three levels below Freshman Composition, were enrolled in an average of only one unit of remedial coursework. This represented 11% of their total courseload. At the beginning of the study, Fall 1986, 23% of their courseload was remedial. These results also support the conclusion that students are progressing and moving through the curriculum. With regard to ethnic differences, there does appear to be more remedial course taking on the part of minorities.

APPENDICES

Goal Changing

Students do change their educational goals. Forty-three percent (43%) did so within the original semester of the study (Fall 1986) and 55% changed goals within a year of the original semester. More change took place with students who were originally undecided or less defined about their goals. This finding provides positive support for the matriculation efforts of colleges throughout the state.

Students who were more likely to change their goals were Hispanic, indicating that these students more often come to college without clearly defined aspirations. Also, in looking at the age factor of goal changers, data showed that the younger students tended to change goals within the first semester of the study whereas students 22 years of age and above tended to change goals over the course of the year (from Fall 1986 to Fall 1987).

Self-Perceptions

Overall, students in the study have fairly positive self-perceptions of their writing skills and level of preparation for college work. Students who were originally at the most advanced level of writing, Freshman Composition, rated their skills and preparation higher than did the other students. Students who were at the lowest original level, interestingly, gave themselves the second highest ratings of writing skill and level of preparedness. These students may have over-estimated their abilities or their self-confidence may have been bolstered by their college experiences.

Self-ratings of writing skills and level of preparedness did vary according to ethnicity. White students gave the highest ratings on both measures whereas Asian and "Other" (non-Caucasian and non-Hispanic) gave themselves the lowest ratings. Considering that the Asian students maintained above-average GPA's, there may be a tendency for this group to underestimate their abilities. They may also be ESL students who are keenly aware of their English language deficiencies.

LARC STUDENT OUTCOMES STUDY

Follow-up Colleges

Butte College

Canada College

College of the Desert

Evergreen Valley College

Gavilan College

Golden West College

Long Beach City College

Ohlone College

Rio Hondo College

San Mateo College

Santa Barbara City College

Santa Rosa Junior College

Skyline College

Taft College

LARC STUDENT OUTCOMES STUDY

Follow-up of Year One

ID# ___ ___ ___ ___/___ ___ ___ ___ ___ ___ ___ ___ ___ ___/___

Name _____

1. Did student successfully complete Fall '86 writing course?
   _____ yes go to #3
   _____ no go to #2

2. Is student enrolled in Fall '87?
   _____ yes go to #3
   _____ no STOP

---

3. Total number of units completed Spring '87: ___ ___

4. Grade earned in Spring '87 writing course: _____

A = 1	D = 4	CR = 7	Not applicable = 0
B = 2	F = 5	NCR = 8	
C = 3	W = 6	I = 9	

5. Number of remedial units enrolled in, Fall '87, first census week (remedial course units = those in basic subjects--English, Reading, and Math--as defined by Title V as remedial. This includes English writing courses at least **two** levels below college level English (not including ESL) and Math courses at least one level below beginning Algebra.): _____

6. Number of non-remedial units enrolled in, Fall '87, first census week (all units **not** included in #5): _____

7. Fall '86 G.P.A.: ___ . ___ ___

8. Spring '87 G.P.A. (leave blank if student not enrolled): ___ . ___ ___

1. Are you currently attending school or college? ____ yes ____ no

IF YOU ANSWERED "YES" TO #1 ABOVE, ANSWER #'s 2 THROUGH 5.
IF YOU ANSWERED "NO" TO #1 ABOVE, GO TO #6.

---

2. Which type of school or college are you attending?
   ____ community college
   ____ four-year college
   Name of College _____

3. Have you used the skills you acquired in your English writing class(es) in your coursework at this college?
   ____ yes ____ no ____ don't know/not applicable

4. If you answered yes to #3, please (✓) the type of writing that you have been doing in your courses:
   ____ essay exams
   ____ research/term papers
   ____ class/homework assignments
   ____ short reports
   ____ note taking
   ____ lab & technical reports
   ____ journals
   ____ letters
   ____ other _____
   ____ not applicable

5. On a scale of one to ten, how well prepared, in terms of your writing skills, are you for reaching your educational goal? Please circle one:

---

6. Are you currently employed? ____ yes, full-time ____ yes, part-time ____ no

IF YOU ANSWERED "YES" TO #6 ABOVE, ANSWER #'s 7 AND 8.
IF YOU ANSWERED "NO" TO #6 ABOVE, GO TO #9.

---

7. If you are currently employed, do you use your writing skills on the job?
   ____ no, never
   ____ yes, once a week or so
   ____ yes, daily
   ____ other _____

8. If you answered "yes" to question #7 above, please check (✓) the types of writing you do on the job.
   ____ letters
   ____ memos
   ____ reports
   ____ transcribing dictation
   ____ technical manuals
   ____ other _____
   ____ not applicable

---

9. How capable do you feel about your writing skills?
   ____ I write very poorly
   ____ I cannot write well
   ____ I write okay
   ____ I write well
   ____ I write very well

10. What is your current educational goal? (check only one)
    ____ transfer to a 4-year college after receiving AA/AS degree
    ____ transfer to a 4-year college without receiving AA/AS degree
    ____ earn AA/AS degree only
    ____ earn vocational certificate
    ____ upgrade job skills
    ____ obtain entry level job skills
    ____ enhance personal development
    ____ don't have an educational goal
    ____ other _____

11. If you are not currently enrolled in college, do you plan to re-enroll within the next year?
    ____ yes ____ no ____ don't know ____ not applicable

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	Number	%
0	497	18%
1 - 5	321	12
6 - 10	721	27
11 - 15	950	35
16 - 20	195	7
21 - 98	17	1
TOTAL	2,701	100%

2. Grade earned in Spring '87 Writing Course:

	Number	%	
A	140	8%	
B	432	25	
C	412	24	
D	98	6	Pass Rate=69%
F	111	6	
W	195	11	
CR	213	12	
NCR	49	3	
I	98	6	
TOTAL	1,748	100%	

3. Number of remedial units enrolled in Fall '87, first census week:

	Number	%
0	2,258	85%
1 - 3	249	10
4 - 6	66	3
7 - 9	16	1
10 - 98	2	1
TOTAL	2,591	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	Number	%
0	708	28%
1 - 3	139	5
4 - 6	187	7
7 - 9	293	11
10 - 15	1,001	39
16 - 98	261	10
TOTAL	2,589	100%

5. Fall '86 GPA:

	Number	%
Below 1.0	84	3%
1.0 - 1.9	463	18
2.0 - 2.9	1,134	45
3.0 - 3.9	710	28
4.0	156	6
TOTAL	2,547	100%

6. Spring '87 GPA (only if enrolled):

	Number	%
Below 1.0	87	4%
1.0 - 1.9	409	19
2.0 - 2.9	976	45
3.0 - 3.9	578	27
4.0	115	5
TOTAL	2,165	100%

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	Number	%
Yes	747	86%
No	118	14
TOTAL	865	100%

2. Which type of school or college are you attending?

	Total Sample		English 1A Level	
	No.	%	No.	%
Community College	698	93%	63	80%
Four-year College	49	7	16	20
TOTAL	747	100%	79	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	Number	%
Yes	661	88%
No	59	8
Don't Know/ Not Applic.	28	4
TOTAL	748	100%

4. If you answered "Yes" to #3 above, which types of writing have you been doing in your course?

	Number	%
Essay exams	481	70%
Research/Term Papers	384	56
Class/Homework Assignments	496	72
Short Reports	257	38
Note Taking	345	50
Lab & Technical Reports	110	16
Journals	162	24
Letters	208	30
Other	42	6
Not Applicable	12	2
TOTAL	685	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	Number	%
Don't Know	13	2%
1 - Not Prepared	28	4
2	13	2
3	21	3
4	27	4
5	120	16
6	113	15
7	183	23
8	155	20
9	57	8
10 - Well Prepared	24	3
TOTAL	756	100%

6. Are you currently employed?

	Number	%
Yes, Full-time	190	27%
Yes, Part-time	332	47
No	186	26
TOTAL	708	100%

7. If employed, do you use your writing skills?

	Number	%
No	256	49%
Yes, once a week	136	26
Yes, daily	118	23
Other	14	2
TOTAL	524	100%

8. If "Yes" to #7 above, what types of writing do you do on the job?

	Number	%
Letters	132	49%
Memos	155	57
Reports	84	31
Transcribing dictation	31	11
Technical manuals	33	12
Other	62	23
Not Applicable	18	7
TOTAL	272	

9. How capable do you feel about your writing skills?

	Number	%
I write very poorly	13	2%
I cannot write well	30	4
I write okay	308	43
I write well	325	45
I write very well	45	6
TOTAL	721	100%

10. What is your current educational goal?

	Number	%
Transfer with AA/AS	329	45%
Transfer without AA/AS	164	23
AA/AS only	96	13
Vocational Certif.	30	4
Job Skills	26	4
Personal development	25	3
No educational goal	10	1
Other	49	7
TOTAL	729	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	Number	%
Yes	156	80%
No	16	8
Don't Know	24	12
TOTAL	196	100%

Table A

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS by POST-EDUCATIONAL GOALS

English 1A
(15 College Follow-up Sample)

Start Fall 1986 PRE-EDUCATIONAL GOAL*	End Fall 1986 POST-EDUCATIONAL GOAL*									
	VOC CERTIF (N= 0)	AA AND TRANSFER (N= 32)	AA VOCAT (N= 2)	AA GEN ED (N= 4)	TRANSFER NO AA (N= 19)	PERSONAL INTEREST (N= 1)	RELATED TO EMPL (N= 0)	OTHER (N=2)	UNKNOWN (N= 2)	PRE OVERALL (N=62)
VOCATIONAL CERTIFICATE (N = 0)	0	0	0	0	0	0	0	0	0	0
AA AND TRANSFER (N = 32)	0	72%	6%	3%	16%	0	0	0	3%	52%
AA VOCATIONAL (N = 4)	0	25	0	50	0	0	0	0	25	7
AA GENERAL EDUCATION (N = 3)	0	100	0	0	0	0	0	0	0	2
TRANSFER/NO AA DEGREE (N = 18)	0	39	0	0	61	0	0	0	0	29
PERSONAL INTEREST (N = 1)	0	0	0	0	0	100	0	0	0	2
RELATED TO EMPLOYMENT (N = 0)	0	0	0	0	0	0	0	0	0	0
OTHER (N = 1)	0	0	0	0	0	0	0	100	0	2
UNKNOWN (N = 5)	0	0	0	20	60	0	0	20	0	8
POST OVERALL (N = 62)	0	52	3	6	30	2	0	3	3	

"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning and end of semester.

Table B

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS by POST-EDUCATIONAL GOALS

1 Level Below
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL*	POST - EDUCATIONAL GOAL*									
	VOC CERTIF (N= 5)	AA AND TRANSFER (N=149)	AA VOCAT (N=25)	AA GEN ED (N=28)	TRANSFER NO AA (N= 84)	PERSONAL INTEREST (N= 5)	RELATED TO EMPL (N= 7)	OTHER (N=2)	UNKNOWN (N=15)	PRE OVERALL (N=320)
VOCATIONAL CERTIFICATE (N = 5)	50%	0	25%	0	25%	0	0	0	0	1%
AA AND TRANSFER (N = 149)	1	67	4	4	20	1	1	0	3	50
AA VOCATIONAL (N = 25)	0	16	60	20	0	0	0	0	4	8
AA GENERAL EDUCATION (N = 28)	4	17	0	61	9	0	0	4	4	7
TRANSFER/NO AA DEGREE (N = 84)	1	35	0	1	57	0	1	0	4	24
PERSONAL INTEREST (N = 5)	0	0	0	0	0	67	33	0	0	1
RELATED TO EMPLOYMENT (N = 7)	0	20	20	0	20	20	20	0	0	2
OTHER (N = 2)	0	60	0	0	40	0	0	0	0	2
UNKNOWN (N = 15)	0	12	6	12	12	6	12	6	35	5
POST OVERALL (N = 320)	2	47	8	9	26	2	2	1	5	

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning and end of semester.

Table C

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by POST-EDUCATIONAL GOALS

2 Levels Below
(15 College Follow-up Sample)

	POST - EDUCATIONAL GOAL									
PRE-EDUCATIONAL GOAL*	VOC CERTIF (N= 4)	AA AND TRANSFER (N= 91)	AA VOCAT (N=13)	AA GEN ED (N=31)	TRANSFER NO AA (N= 39)	PERSONAL INTEREST (N=12)	RELATED TO EMPL (N=10)	OTHER (N=3)	UNKNOWN (N=12)	PRE OVERALL (N=215)
VOCATIONAL CERTIFICATE (N = 1)	100%	0	0	0	0	0	0	0	0	1%
AA AND TRANSFER (N = 80)	1	69%	1%	7%	19%	0	0	1%	2%	40
AA VOCATIONAL (N = 22)	5	18	32	32	5	0	0	0	5	10
AA GENERAL EDUCATION (N = 24)	0	13	21	46	0	4%	4%	4	8	11
TRANSFER/NO AA DEGREE (N = 40)	0	40	0	5	45	5	0	0	5	18
PERSONAL INTEREST (N = 4)	0	0	0	0	0	75	25	0	0	2
RELATED TO EMPLOYMENT (N = 16)	0	6	0	6	0	31	50	0	6	7
OTHER (N = 6)	17	17	0	0	17	0	0	17	33	3
UNKNOWN (N = 16)	0	44	0	25	13	6	0	0	13	8
POST OVERALL (N = 215)	2	42	6	14	16	6	5	1	6	

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning and end of semester.

Table D

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by POST-EDUCATIONAL GOALS

3 Levels Below
(15 College Follow-up Sample)

	POST - EDUCATIONAL GOAL*									
PRE-EDUCATIONAL GOAL*	VOC CERTIF (N= 1)	AA AND TRANSFER (N= 13)	AA VOCAT (N= 2)	AA GEN ED (N= 2)	TRANSFER NO AA (N= 9)	PERSONAL INTEREST (N= 0)	RELATED TO EMPL (N= 0)	OTHER (N=1)	UNKNOWN (N= 1)	PRE OVERALL (N=29)
VOCATIONAL CERTIFICATE (N = 1)	0	100%	0	0	0	0	0	0	0	3%
AA AND TRANSFER (N = 12)	8%	67	8%	8%	8%	0	0	0	0	43
AA VOCATIONAL (N = 1)	0	0	100	0	0	0	0	0	0	3
AA GENERAL EDUCATION (N = 0)	0	0	0	0	0	0	0	0	0	0
TRANSFER/NO AA DEGREE (N = 10)	0	50	0	0	70	0	0	0	0	33
PERSONAL INTEREST (N = 2)	0	0	0	50	0	0	0	50	0	7
RELATED TO EMPLOYMENT (N = 0)	0	0	0	0	0	0	0	0	0	0
OTHER (N = 0)	0	0	0	0	0	0	0	0	0	0
UNKNOWN (N = 3)	0	33	0	0	33	0	0	0	33	10
POST OVERALL (N = 29)	3	43	10	7	30	0	0	3	3	

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students with same educational objective at beginning and end of semester.

62

Table E

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS by EDUCATIONAL GOAL, Fall 1987*

English 1A
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL Fall 1986*	EDUCATIONAL GOAL, Fall 1987*								
	VOC CERTIF (N= 0)	AA AND TRANSFER (N= 29)	TRANSFER NO AA (N= 12)	AA ONLY (N= 8)	JOB SKILLS (N= 1)	PERSONAL INTEREST (N= 1)	OTHER (N=10)	NO GOAL (N=1)	PRE OVERALL (N=62)
VOCATIONAL CERTIFICATE (N = 0)	0	0	0	0	0	0	0	0	0
AA AND TRANSFER (N = 32)	0	53%	13%	9%	0	0	25%	0	52%
TRANSFER/NO AA (N = 18)	0	44	33	0	0	0	11	0	29
AA ONLY (N = 5)	0	40	0	40	20	0	0	0	8
JOB SKILLS (N = 0)	0	0	0	0	0	0	0	0	0
PERSONAL INTEREST (N = 1)	0	0	0	0	0	100	0	0	2
OTHER (N = 1)	0	100	0	0	0	0	0	0	0
NO GOAL (N = 5)	0	20	40	40	0	0	0	0	8
POST OVERALL (N = 62)	0	46	21	13	2	3	16	0	

*"matched pairs": for students for whom both Fall '86 and Fall '87 course goal was available.

Percent of Students with same educational objective at beginning of Fall 1986 and Fall 1987.

Table F

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS by EDUCATIONAL GOAL, Fall 1987*

1 Level Below
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL Fall 1986*	EDUCATIONAL GOAL, Fall 1987*								
	VOC CERTIF (N=11)	AA AND TRANSFER (N=156)	TRANSFER NO AA (N= 73)	AA ONLY (N=39)	JOB SKILLS (N=11)	PERSONAL INTEREST (N= 6)	OTHER (N=19)	NO GOAL (N=5)	PRE OVERALL (N=320)
VOCATIONAL CERTIFICATE (N = 4)	25%	50%	0	0	0	0	25%	0	1%
AA AND TRANSFER (N = 161)	1	62	20	7	3	1	6	1	50
TRANSFER/NO AA (N = 77)	1	42	42	5	1	2	7	0	24
AA ONLY (N = 48)	8	33	0	35	6	2	6	2	15
JOB SKILLS (N = 5)	20	20	20	20	20	0	0	0	2
PERSONAL INTEREST (N = 3)	0	0	33	0	0	33	33	0	1
OTHER (N = 5)	0	20	40	40	0	0	0	0	2
NO GOAL (N = 17)	12	24	12	24	12	6	0	12	5
POST OVERALL (N = 320)	3	49	23	12	3	2	6	2	

*"matched pairs": for students for whom both Fall '86 and Fall '87 course goal was available.

Percent of Students with same educational objective at beginning of Fall 1986 and Fall 1987.

Table G

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by EDUCATIONAL GOAL, Fall 1987*

2 Levels Below
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL Fall 1986*	EDUCATIONAL GOAL, Fall 1987*								
	VOC CERTIF (N=13)	AA AND TRANSFER (N= 90)	TRANSFER NO AA (N= 43)	AA ONLY (N=29)	JOB SKILLS (N= 9)	PERSONAL INTEREST (N=14)	OTHER (N=15)	NO GOAL (N=2)	PRE OVERALL (N=215)
VOCATIONAL CERTIFICATE (N = 1)	100%	0	0	0	0	0	0	0	1%
AA AND TRANSFER (N = 86)	4	59	16	12	4	2	4	0	40
TRANSFER/NO AA (N = 40)	8	33	40	8	3	5	5	0	19
AA ONLY (N = 46)	9	35	7	28	0	7	13	2	21
JOB SKILLS (N = 16)	0	19	25	6	19	19	13	0	7
PERSONAL INTEREST (N = 4)	25	25	0	0	0	50	0	0	2
OTHER (N = 6)	17	17	33	0	17	0	17	0	3
NO GOAL (N = 16)	0	31	25	13	6	13	6	6	7
POST OVERALL (N = 215)	6	42	20	14	4	7	7	1	

*"matched pairs": for students for whom both Fall '86 and Fall '87 course goal was available.

Percent of Students with same educational objective at beginning of Fall 1986 and Fall 1987.

Table H

PERCENT DISTRIBUTION OF STUDENTS' PRE-EDUCATIONAL GOALS
by EDUCATIONAL GOAL, Fall 1987*

3 Levels Below
(15 College Follow-up Sample)

PRE-EDUCATIONAL GOAL Fall 1986*	EDUCATIONAL GOAL, Fall 1987*								
	VOC CERTIF (N= 1)	AA AND TRANSFER (N= 9)	TRANSFER NO AA (N= 12)	AA ONLY (N= 2)	JOB SKILLS (N= 2)	PERSONAL INTEREST (N= 1)	OTHER (N= 1)	NO GOAL (N=1)	PRE OVERALL (N=29)
VOCATIONAL CERTIFICATE (N = 1)	0	0	0	100%	0	0	0	0	3%
AA AND TRANSFER (N = 12)	8%	33%	50%	0	8%	0	0	0	41
TRANSFER/NO AA (N = 10)	0	30	50	10	0	0	10%	0	35
AA ONLY (N = 1)	0	100	0	0	0	0	0	0	3
JOB SKILLS (N = 0)	0	0	0	0	0	0	0	0	0
PERSONAL INTEREST (N = 2)	0	50	0	0	0	50	0	0	7
OTHER (N = 0)	0	0	0	0	0	0	0	0	0
NO GOAL (N = 3)	0	0	33	0	33	0	0	33	10
POST OVERALL (N = 29)	3	30	40	7	7	3	7	3	

*"matched pairs": for students for whom both Fall '86 and Fall '87 course goal was available.

Percent of Students with same educational objective at beginning of Fall 1986 and Fall 1987.

Records Data
College #1

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	32	13%
1 - 5	28	11
6 - 10	53	21
11 - 15	113	43
16 - 20	25	10
21 - 98	4	2
TOTAL	255	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	6	5%
B	31	28
C	33	30
D	6	5
F	3	3
W	21	19
CR	1	1
NCR	0	0
I	10	9
TOTAL	111	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	223	96%
1 - 3	6	3
4 - 6	2	1
7 - 9	0	0
16 - 98	0	0
TOTAL	231	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	46	20%
1 - 3	18	8
4 - 6	15	7
7 - 9	23	10
10 - 15	108	46
16 - 98	21	9
TOTAL	231	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	1	2%
1.0 - 1.9	26	10
2.0 - 2.9	132	53
3.0 - 3.9	76	31
4.0	10	4
TOTAL	249	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	5	2%
1.0 - 1.9	33	15
2.0 - 2.9	114	51
3.0 - 3.9	57	26
4.0	13	6
TOTAL	222	100%

Survey Data
College # 1

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	155	94%
No	7	4
TOTAL	162	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	135	87%	35	80%
Four-Year College	20	13	9	20
TOTAL	155	100%	44	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	136	87%
No	11	7
Don't Know/ Not Applic.	9	6
TOTAL	156	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	98	70%
Research/Term papers	75	53
Class/Homework assignments	80	57
Short reports	53	38
Note taking	60	43
Lab/technical reports	20	14
Journals	29	21
Letters	39	28
Other	9	6
Not applicable	7	5
TOTAL	141	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	3	2%
1(not prepared)	7	4
2	3	2
3	5	3
4	11	7
5	27	17
6	21	13
7	37	24
8	30	19
9	10	6
10(well prepared)	4	3
TOTAL	158	100%

6. Are you currently employed?

	No.	%
Yes,full-time	43	27%
Yes,part-time	73	46
No	44	27
TOTAL	160	100%

7. If employed, do you use your writing skills?

	No.	%
No	59	51%
Yes,once a week	30	26
Yes,daily	24	21
Other	2	2
TOTAL	115	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	33	53%
Memos	36	58
Reports	13	21
Transcribing dictation	9	15
Technical manuals	10	16
Other	8	13
Not applicable	5	8
TOTAL	62	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	3	2%
I cannot write well	8	5
I write okay	62	40
I write well	76	50
I write very well	5	3
TOTAL	154	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	77	49%
Transfer without AA/AS	36	23
AA/AS only	16	10
Vocational certificate	4	3
Job skills	4	3
Personal development	3	2
No educational goal	3	2
Other	13	8
TOTAL	156	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	30	77%
No	4	10
Don't know	5	13
TOTAL	39	100%

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Records Data
College # 7

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	29	14%
1 - 5	18	9
6 - 10	70	36
11 - 15	67	34
16 - 20	13	7
21 - 98	0	0
TOTAL	197	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	15	12%
B	39	30
C	37	29
D	13	10
F	1	1
W	17	13
CR	2	2
NCR	0	0
I	4	3
TOTAL	128	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	127	64%
1 - 3	66	33
4 - 6	5	3
7 - 9	0	0
16 - 98	0	0
TOTAL	198	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	45	23%
1 - 3	4	2
4 - 6	10	5
7 - 9	35	18
10 - 15	95	47
16 - 98	9	5
TOTAL	198	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	8	4%
1.0 - 1.9	46	24
2.0 - 2.9	104	54
3.0 - 3.9	29	15
4.0	6	3
TOTAL	193	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	9	5%
1.0 - 1.9	32	19
2.0 - 2.9	82	49
3.0 - 3.9	37	22
4.0	9	5
TOTAL	169	100%

Survey Data
College # 7

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	51	86%
No	8	14
TOTAL	59	100%

2. Which type of school or college are you attending?

	Total Sample		English 1A	
	No.	%	No.	%
Community College	47	92%	15	88%
Four-Year College	4	8	2	12
TOTAL	51	100%	17	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	46	86%
No	3	6
Don't Know/ Not Applic.	4	8
TOTAL	53	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	37	77%
Research/Term papers	29	60
Class/Homework assignments	41	85
Short reports	20	42
Note taking	24	50
Lab/technical reports	8	17
Journals	17	35
Letters	22	46
Other	1	2
Not applicable	0	0
TOTAL	48	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	2%
1(not prepared)	1	2
2	0	0
3	1	2
4	0	0
5	10	18
6	11	20
7	18	34
8	12	22
9	0	0
10(well prepared)	0	0
TOTAL	53	100%

6. Are you currently employed?

	No.	%
Yes, full-time	7	23%
Yes, part-time	16	54
No	7	23
TOTAL	30	100%

7. If employed, do you use your writing skills?

	No.	%
No	7	30%
Yes, once a week	10	44
Yes, daily	6	26
Other	0	0
TOTAL	23	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	10	67%
Memos	11	73
Reports	3	20
Transcribing dictation	1	7
Technical manuals	5	33
Other	1	7
Not applicable	2	13
TOTAL	15	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	0	0%
I cannot write well	0	0
I write okay	14	48
I write well	15	52
I write very well	0	0
TOTAL	29	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	7	25%
Transfer without AA/AS	10	35
AA/AS only	5	18
Vocational certificate	2	7
Job skills	0	0
Personal development	2	7
No educational goal	1	4
Other	1	4
TOTAL	28	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	5	56%
No	1	11
Don't know	3	33
TOTAL	9	100%

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Records Data
College #10

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	27	14%
1 - 5	26	14
6 - 10	57	30
11 - 15	55	29
16 - 20	20	11
21 - 98	3	2
TOTAL	188	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	14	10%
B	21	15
C	16	11
D	5	4
F	1	1
W	20	14
CR	53	37
NCR	7	5
I	4	3
TOTAL	141	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	184	98%
1 - 3	3	2
4 - 6	1	0
7 - 9	0	0
16 - 98	0	0
TOTAL	188	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	49	26%
1 - 3	9	5
4 - 6	7	4
7 - 9	21	11
10 - 15	75	40
16 - 98	26	14
TOTAL	187	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	10	6%
1.0 - 1.9	29	17
2.0 - 2.9	61	36
3.0 - 3.9	50	30
4.0	19	11
TOTAL	169	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	6	4%
1.0 - 1.9	24	16
2.0 - 2.9	55	36
3.0 - 3.9	56	36
4.0	12	8
TOTAL	153	100%

Survey Data
College # 10

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	86	90%
No	10	10
TOTAL	96	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	80	93%	25	100%
Four-Year College	6	7	0	0
TOTAL	86	100%	25	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	76	88%
No	6	7
Don't Know/ Not Applic.	4	5
TOTAL	86	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	55	71%
Research/Term papers	40	52
Class/Homework assignments	52	68
Short reports	23	30
Note taking	21	27
Lab/technical reports	12	16
Journals	15	20
Letters	20	26
Other	6	8
Not applicable	1	1
TOTAL	77	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	2	2%
1(not prepared)	6	7
2	1	1
3	2	2
4	4	4
5	11	12
6	17	19
7	24	28
8	18	20
9	4	4
10(well prepared)	1	1
TOTAL	90	100%

6. Are you currently employed?

	No.	%
Yes, full-time	26	30%
Yes, part-time	32	37
No	28	33
TOTAL	86	100%

7. If employed, do you use your writing skills?

	No.	%
No	34	57%
Yes, once a week	10	17
Yes, daily	14	23
Other	2	3
TOTAL	60	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	10	44%
Memos	14	61
Reports	10	44
Transcribing dictation	2	9
Technical manuals	2	9
Other	5	22
Not applicable	2	9
TOTAL	23	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	2	2%
I cannot write well	2	2
I write okay	41	48
I write well	37	43
I write very well	4	5
TOTAL	86	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	29	33%
Transfer without AA/AS	33	38
AA/AS only	14	16
Vocational certificate	2	2
Job skills	3	3
Personal development	1	1
No educational goal	1	1
Other	5	6
TOTAL	88	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	16	76%
No	2	10
Don't know	3	14
TOTAL	21	100%

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Records Data
College # 11

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	88	22%
1 - 5	40	10
6 - 10	97	24
11 - 15	153	38
16 - 20	18	5
21 - 98	2	1
TOTAL	398	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	24	6%
B	118	30
C	87	22
D	17	4
F	53	13
W	25	6
CR	67	17
NCR	5	1
I	1	1
TOTAL	397	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	396	99%
1 - 3	3	1
4 - 6	0	0
7 - 9	0	0
16 - 98	1	0
TOTAL	400	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	147	36%
1 - 3	26	7
4 - 6	22	6
7 - 9	31	3
10 - 15	149	37
16 - 98	25	6
TOTAL	400	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	26	7%
1.0 - 1.9	98	27
2.0 - 2.9	161	43
3.0 - 3.9	78	21
4.0	7	2
TOTAL	370	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	22	7%
1.0 - 1.9	76	25
2.0 - 2.9	130	43
3.0 - 3.9	68	22
4.0	9	3
TOTAL	305	100%

Survey Data
College #11

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	22	65%
No	12	35
TOTAL	34	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	21	96%	0	0%
Four-Year College	1	4	0	0
TOTAL	22	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	21	84%
No	3	12
Don't Know/ Not Applic.	1	4
TOTAL	25	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	19	83%
Research/Term papers	14	61
Class/Homework assignments	17	74
Short reports	5	22
Note taking	13	57
Lab/technical reports	1	4
Journals	7	30
Letters	7	30
Other	0	0
Not applicable	1	4
TOTAL	23	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	4%
1(not prepared)	0	0
2	0	0
3	2	8
4	2	8
5	5	20
6	3	12
7	2	8
8	6	24
9	4	16
10(well prepared)	0	0
TOTAL	25	100%

6. Are you currently employed?

	No.	%
Yes, full-time	10	31%
Yes, part-time	16	50
No	6	19
TOTAL	32	100%

7. If employed, do you use your writing skills?

	No.	%
No	16	62%
Yes, once a week	4	15
Yes, daily	6	23
Other	0	0
TOTAL	26	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	6	55%
Memos	6	55
Reports	3	27
Transcribing dictation	1	9
Technical manuals	3	27
Other	4	36
Not applicable	1	9
TOTAL	11	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	3%
I cannot write well	3	10
I write okay	9	30
I write well	15	50
I write very well	2	7
TOTAL	30	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	14	45%
Transfer without AA/AS	6	19
AA/AS only	4	13
Vocational certificate	4	13
Job skills	0	0
Personal development	2	7
No educational goal	1	3
Other	0	0
TOTAL	31	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	5	56%
No	1	11
Don't know	3	33
TOTAL	9	100%

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Records Data
College # 14

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	41	23%
1 - 5	18	11
6 - 10	55	32
11 - 15	48	29
16 - 20	6	4
21 - 98	0	0
TOTAL	168	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	15	14%
B	22	21
C	11	10
D	1	1
F	6	6
W	13	12
CR	15	14
NCR	18	17
I	5	5
TOTAL	106	100%

3. Number of <u>remedial</u> units enrolled in Fall '87, first census week:

	No.	%
0	134	93%
1 - 3	7	5
4 - 6	3	2
7 - 9	0	0
16 - 98	0	0
TOTAL	144	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	15	11%
1 - 3	10	7
4 - 6	10	7
7 - 9	17	12
10 - 15	67	46
16 - 98	24	17
TOTAL	143	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	5	5%
1.0 - 1.9	29	20
2.0 - 2.9	62	41
3.0 - 3.9	45	29
4.0	8	5
TOTAL	149	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	4	3%
1.0 - 1.9	20	16
2.0 - 2.9	59	47
3.0 - 3.9	35	28
4.0	7	6
TOTAL	125	100%

Survey Data
College # 14

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	110	81%
No	26	19
TOTAL	136	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	110	100%	0	0%
Four-Year College	0	0	0	0
TOTAL	110	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	85	85%
No	15	15
Don't Know/ Not Applic.	0	0
TOTAL	100	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	55	60%
Research/Term papers	35	39
Class/Homework assignments	70	77
Short reports	11	12
Note taking	44	48
Lab/technical reports	5	6
Journals	4	4
Letters	12	13
Other	3	3
Not applicable	1	1
TOTAL	91	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	1%
1(not prepared)	2	2
2	1	1
3	0	0
4	1	1
5	16	16
6	10	9
7	29	27
8	31	29
9	12	11
10(well prepared)	3	3
TOTAL	106	100%

6. Are you currently employed?

	No.	%
Yes, full-time	41	32%
Yes, part-time	66	52
No	21	16
TOTAL	128	100%

7. If employed, do you use your writing skills?

	No.	%
No	55	51%
Yes, once a week	29	27
Yes, daily	20	19
Other	3	3
TOTAL	107	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	16	31%
Memos	16	31
Reports	14	28
Transcribing dictation	3	6
Technical manuals	1	2
Other	22	43
Not applicable	2	4
TOTAL	51	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	3	2%
I cannot write well	1	1
I write okay	61	47
I write well	54	42
I write very well	10	8
TOTAL	129	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	65	51%
Transfer without AA/AS	21	16
AA/AS only	17	13
Vocational certificate	4	3
Job skills	7	5
Personal development	2	2
No educational goal	1	1
Other	11	9
TOTAL	128	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	26	84%
No	2	6
Don't know	3	10
TOTAL	31	100%

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LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	51	24%
1 - 5	26	12
6 - 10	49	23
11 - 15	77	36
16 - 20	11	5
21 - 98	0	0
TOTAL	214	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	1	1%
B	24	21
C	38	32
D	12	10
F	10	9
W	17	15
CR	8	7
NCR	3	3
I	2	2
TOTAL	115	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	167	78%
1 - 3	44	20
4 - 6	4	2
7 - 9	0	0
16 - 98	0	0
TOTAL	215	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	74	34%
1 - 3	7	3
4 - 6	20	9
7 - 9	21	10
10 - 15	76	36
16 - 98	17	8
TOTAL	215	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	2	1%
1.0 - 1.9	40	20
2.0 - 2.9	87	44
3.0 - 3.9	52	26
4.0	17	9
TOTAL	198	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	11	7%
1.0 - 1.9	38	24
2.0 - 2.9	66	40
3.0 - 3.9	42	26
4.0	5	3
TOTAL	162	100%

Survey Data
College # 15

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	55	82%
No	12	18
TOTAL	67	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	50	91%	0	0%
Four-Year College	5	9	0	0
TOTAL	55	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	49	91%
No	4	7
Don't Know/ Not Applic.	1	2
TOTAL	54	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	32	65%
Research/Term papers	31	63
Class/Homework assignments	43	88
Short reports	27	55
Note taking	27	55
Lab/technical reports	10	20
Journals	7	14
Letters	20	41
Other	4	8
Not applicable	0	0
TOTAL	49	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	2%
1(not prepared)	4	7
2	1	2
3	4	7
4	1	2
5	13	23
6	9	16
7	14	26
8	5	9
9	2	4
10(well prepared)	1	2
TOTAL	55	100%

6. Are you currently employed?

	No.	%
Yes, full-time	18	41%
Yes, part-time	17	38
No	9	21
TOTAL	44	100%

7. If employed, do you use your writing skills?

	No.	%
No	9	27%
Yes, once a week	12	35
Yes, daily	11	32
Other	2	6
TOTAL	34	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	11	46%
Memos	20	83
Reports	9	38
Transcribing dictation	6	25
Technical manuals	3	13
Other	5	21
Not applicable	0	0
TOTAL	24	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	3%
I cannot write well	3	8
I write okay	19	47
I write well	17	42
I write very well	0	0
TOTAL	40	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	21	48%
Transfer without AA/AS	9	20
AA/AS only	3	7
Vocational certificate	3	7
Job skills	1	2
Personal development	3	7
No educational goal	1	2
Other	3	7
TOTAL	44	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	21	81%
No	3	12
Don't know	2	8
TOTAL	26	100%

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Records Data
College #16

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	44	28%
1 - 5	27	17
6 - 10	45	29
11 - 15	32	21
16 - 20	8	5
21 - 98	0	0
TOTAL	156	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	8	11%
B	9	12
C	27	36
D	2	3
F	6	8
W	8	11
CR	10	14
NCR	4	5
I	0	0
TOTAL	74	100%

3. Number of <u>remedial</u> units enrolled in Fall '87, first census week:

	No.	%
0	140	91%
1 - 3	6	4
4 - 6	7	5
7 - 9	1	0
16 - 98	0	0
TOTAL	154	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	60	39%
1 - 3	6	4
4 - 6	11	7
7 - 9	17	11
10 - 15	46	30
16 - 98	14	9
TOTAL	154	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	4	3%
1.0 - 1.9	27	21
2.0 - 2.9	54	40
3.0 - 3.9	41	31
4.0	6	5
TOTAL	132	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	3	3%
1.0 - 1.9	26	25
2.0 - 2.9	49	45
3.0 - 3.9	21	20
4.0	7	7
TOTAL	106	100%

Survey Data
College # 16

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	42	93%
No	3	7
TOTAL	45	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	40	95%	13	93%
Four-Year College	2	5	1	7
TOTAL	42	100%	14	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	37	84%
No	2	5
Don't Know/ Not Applic.	5	11
TOTAL	44	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	31	84%
Research/Term papers	27	73
Class/Homework assignments	28	76
Short reports	11	30
Note taking	28	76
Lab/technical reports	10	27
Journals	18	49
Letters	11	30
Other	2	5
Not applicable	0	0
TOTAL	37	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	2%
1(not prepared)	1	2
2	1	2
3	1	2
4	0	0
5	5	12
6	5	12
7	10	24
8	6	14
9	7	18
10(well prepared)	5	12
TOTAL	42	100%

6. Are you currently employed?

	No.	%
Yes, full-time	4	9%
Yes, part-time	18	42
No	21	49
TOTAL	43	100%

7. If employed, do you use your writing skills?

	No.	%
No	9	43%
Yes, once a week	10	47
Yes, daily	2	10
Other	0	0
TOTAL	21	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	5	42%
Memos	10	83
Reports	2	17
Transcribing dictation	1	8
Technical manuals	3	25
Other	4	33
Not applicable	1	8
TOTAL	12	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	0	0%
I cannot write well	0	0
I write okay	13	31
I write well	27	64
I write very well	2	5
TOTAL	42	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	23	54%
Transfer without AA/AS	5	12
AA/AS only	8	19
Vocational certificate	2	5
Job skills	0	0
Personal development	2	5
No educational goal	0	0
Other	2	5
TOTAL	42	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	7	88%
No	0	0
Don't know	1	12
TOTAL	8	100%

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Records Data
College # 19

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	2	3%
1 - 5	5	8
6 - 10	21	32
11 - 15	35	52
16 - 20	3	5
21 - 98	0	0
TOTAL	66	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	3	5%
B	20	36
C	11	20
D	4	7
F	1	2
W	3	5
CR	9	16
NCR	5	9
I	0	0
TOTAL	56	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	46	71%
1 - 3	18	28
4 - 6	1	1
7 - 9	0	0
16 - 98	0	0
TOTAL	65	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	0	0%
1 - 3	3	5
4 - 6	5	8
7 - 9	16	25
10 - 15	33	50
16 - 98	8	12
TOTAL	65	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	0	0%
1.0 - 1.9	10	17
2.0 - 2.9	28	46
3.0 - 3.9	16	27
4.0	6	10
TOTAL	60	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	0	0%
1.0 - 1.9	11	18
2.0 - 2.9	31	52
3.0 - 3.9	17	28
4.0	1	2
TOTAL	60	100%

Survey Data
College # 19

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	22	96%
No	1	4
TOTAL	23	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	22	100%	0	0%
Four-Year College	0	0	0	0
TOTAL	22	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	23	100%
No	0	0
Don't Know/ Not Applic.	0	0
TOTAL	23	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	14	61%
Research/Term papers	10	44
Class/Homework assignments	17	74
Short reports	10	44
Note taking	13	57
Lab/technical reports	5	22
Journals	4	17
Letters	5	22
Other	1	4
Not applicable	0	0
TOTAL	23	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	0	0%
1(not prepared)	2	9
2	0	0
3	1	4
4	1	4
5	2	9
6	6	26
7	6	26
8	4	18
9	1	4
10(well prepared)	0	0
TOTAL	23	100%

6. Are you currently employed?

	No.	%
Yes, full-time	2	10%
Yes, part-time	12	57
No	7	33
TOTAL	21	100%

7. If employed, do you use your writing skills?

	No.	%
No	9	60%
Yes, once a week	3	20
Yes, daily	2	13
Other	1	7
TOTAL	15	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	3	60%
Memos	4	80
Reports	0	0
Transcribing dictation	0	0
Technical manuals	0	0
Other	0	0
Not applicable	0	0
TOTAL	5	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	0	0%
I cannot write well	0	0
I write okay	13	62
I write well	7	33
I write very well	1	5
TOTAL	21	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	10	47%
Transfer without AA/AS	4	19
AA/AS only	1	5
Vocational certificate	1	5
Job skills	0	0
Personal development	2	10
No educational goal	0	0
Other	3	14
TOTAL	21	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	4	100%
No	0	0
Don't know	0	0
TOTAL	4	100%

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LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	12	10%
1 - 5	16	14
6 - 10	28	24
11 - 15	47	40
16 - 20	14	12
21 - 98	0	0
TOTAL	117	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	6	5%
B	17	15
C	23	20
D	8	7
F	0	0
W	16	14
CR	0	0
NCR	0	0
I	46	39
TOTAL	116	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	101	85%
1 - 3	3	2
4 - 6	8	7
7 - 9	7	6
16 - 98	0	0
TOTAL	119	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	2	2%
1 - 3	5	4
4 - 6	14	12
7 - 9	18	15
10 - 15	63	53
16 - 98	17	14
TOTAL	119	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	1	1%
1.0 - 1.9	25	21
2.0 - 2.9	53	45
3.0 - 3.9	33	28
4.0	6	5
TOTAL	118	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	3	3%
1.0 - 1.9	22	21
2.0 - 2.9	48	45
3.0 - 3.9	25	24
4.0	7	7
TOTAL	105	100%

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	41	87%
No	6	13
TOTAL	47	100%

2. Which type of school or college are you attending?

	Total Sample		English 1A	
	No.	%	No.	%
Community College	41	100%	0	0%
Four-Year College	0	0	0	0
TOTAL	41	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	39	96%
No	1	2
Don't Know/ Not Applic.	1	2
TOTAL	41	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	28	70%
Research/Term papers	25	63
Class/Homework assignments	30	75
Short reports	17	43
Note taking	21	53
Lab/technical reports	9	23
Journals	10	25
Letters	7	18
Other	3	8
Not applicable	0	0
TOTAL	40	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	3%
1(not prepared)	0	0
2	1	3
3	1	3
4	1	3
5	7	18
6	7	18
7	8	20
8	11	27
9	2	5
10(well prepared)	0	0
TOTAL	39	100%

6. Are you currently employed?

	No.	%
Yes, full-time	9	20%
Yes, part-time	23	55
No	11	25
TOTAL	43	100%

7. If employed, do you use your writing skills?

	No.	%
No	14	44%
Yes, once a week	8	25
Yes, daily	9	28
Other	1	3
TOTAL	32	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	5	25%
Memos	8	40
Reports	10	50
Transcribing dictation	3	15
Technical manuals	0	0
Other	2	10
Not applicable	2	10
TOTAL	20	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	2	5%
I cannot write well	0	0
I write okay	20	48
I write well	17	41
I write very well	3	7
TOTAL	42	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	19	45%
Transfer without AA/AS	12	29
AA/AS only	8	19
Vocational certificate	0	0
Job skills	0	0
Personal development	3	7
No educational goal	0	0
Other	0	0
TOTAL	42	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	14	100%
No	0	0
Don't know	0	0
TOTAL	14	100%

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IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	15	11%
1 - 5	23	15
6 - 10	45	32
11 - 15	48	34
16 - 20	11	8
21 - 98	0	0
TOTAL	142	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	6	6%
B	20	19
C	24	22
D	3	3
F	1	1
W	12	11
CR	27	24
NCR	5	5
I	10	9
TOTAL	108	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	106	82%
1 - 3	22	17
4 - 6	0	0
7 - 9	1	1
16 - 98	0	0
TOTAL	129	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	6	5%
1 - 3	10	8
4 - 6	17	13
7 - 9	13	10
10 - 15	57	43
16 - 98	27	21
TOTAL	130	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	1	1%
1.0 - 1.9	26	21
2.0 - 2.9	50	39
3.0 - 3.9	32	25
4.0	18	14
TOTAL	127	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	5	4%
1.0 - 1.9	23	18
2.0 - 2.9	63	51
3.0 - 3.9	30	24
4.0	4	3
TOTAL	125	100%

Survey Data
College # 21

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	36	97%
No	1	3
TOTAL	37	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	36	100%	0	0%
Four-Year College	0	0	0	0
TOTAL	36	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	32	87%
No	5	13
Don't Know/ Not Applic.	0	0
TOTAL	37	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	22	69%
Research/Term papers	23	72
Class/Homework assignments	28	88
Short reports	21	66
Note taking	17	53
Lab/technical reports	8	25
Journals	20	63
Letters	18	56
Other	0	0
Not applicable	0	0
TOTAL	32	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	3%
1(not prepared)	2	5
2	1	3
3	0	0
4	3	8
5	4	11
6	7	19
7	4	11
8	9	24
9	3	8
10(well prepared)	3	8
TOTAL	37	100%

6. Are you currently employed?

	No.	%
Yes, full-time	0	0%
Yes, part-time	7	58
No	5	42
TOTAL	12	100%

7. If employed, do you use your writing skills?

	No.	%
No	6	86%
Yes, once a week	0	0
Yes, daily	1	14
Other	0	0
TOTAL	7	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	1	100%
Memos	1	100
Reports	1	100
Transcribing dictation	0	0
Technical manuals	0	0
Other	0	0
Not applicable	0	0
TOTAL	1	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	2	5%
I cannot write well	0	0
I write okay	12	32
I write well	22	58
I write very well	2	5
TOTAL	38	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	15	39%
Transfer without AA/AS	9	24
AA/AS only	5	13
Vocational certificate	4	10
Job skills	1	3
Personal development	2	5
No educational goal	1	3
Other	1	3
TOTAL	38	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	2	50%
No	2	50
Don't know	0	0
TOTAL	4	100%

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LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	37	22%
1 - 5	21	12
6 - 10	32	19
11 - 15	67	38
16 - 20	14	8
21 - 98	1	1
TOTAL	172	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	26	28%
B	21	23
C	15	17
D	3	3
F	13	14
W	6	7
CR	0	0
NCR	0	0
I	7	8
TOTAL	91	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	168	100%
1 - 3	0	0
4 - 6	0	0
7 - 9	0	0
16 - 98	0	0
TOTAL	168	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	78	45%
1 - 3	11	7
4 - 6	13	8
7 - 9	16	10
10 - 15	41	24
16 - 98	10	6
TOTAL	169	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	8	5%
1.0 - 1.9	29	17
2.0 - 2.9	63	37
3.0 - 3.9	51	30
4.0	19	11
TOTAL	170	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	11	9%
1.0 - 1.9	23	18
2.0 - 2.9	45	34
3.0 - 3.9	37	29
4.0	13	10
TOTAL	129	100%

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	22	81%
No	5	19
TOTAL	27	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	20	91%	4	80%
Four-Year College	2	9	1	20
TOTAL	22	100%	5	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	23	100%
No	0	0
Don't Know/ Not Applic.	0	0
TOTAL	23	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	14	58%
Research/Term papers	14	58
Class/Homework assignments	18	75
Short reports	7	29
Note taking	19	79
Lab/technical reports	4	17
Journals	2	8
Letters	9	38
Other	2	8
Not applicable	0	0
TOTAL	24	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	0	0%
1(not prepared)	0	0
2	1	4
3	0	0
4	0	0
5	2	9
6	2	9
7	9	40
8	4	17
9	4	17
10(well prepared)	1	4
TOTAL	23	100%

6. Are you currently employed?

	No.	%
Yes, full-time	14	54%
Yes, part-time	5	19
No	7	27
TOTAL	26	100%

7. If employed, do you use your writing skills?

	No.	%
No	5	26%
Yes, once a week	4	21
Yes, daily	10	53
Other	0	0
TOTAL	19	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	13	87%
Memos	13	87
Reports	5	33
Transcribing dictation	2	13
Technical manuals	1	7
Other	5	33
Not applicable	1	7
TOTAL	15	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	4%
I cannot write well	0	0
I write okay	6	24
I write well	13	52
I write very well	5	20
TOTAL	25	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	12	48%
Transfer without AA/AS	4	16
AA/AS only	4	16
Vocational certificate	0	0
Job skills	4	16
Personal development	0	0
No educational goal	0	0
Other	1	4
TOTAL	25	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	7	88%
No	1	12
Don't know	0	0
TOTAL	8	100%

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Records Data
College #26

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	38	24%
1 - 5	26	16
6 - 10	46	28
11 - 15	40	25
16 - 20	9	6
21 - 98	2	1
TOTAL	161	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	2	2%
B	40	45
C	25	27
D	4	4
F	3	3
W	13	14
CR	4	4
NCR	1	1
I	0	0
TOTAL	92	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	100	62%
1 - 3	38	24
4 - 6	17	11
7 - 9	5	3
16 - 98	1	0
TOTAL	161	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	61	37%
1 - 3	5	3
4 - 6	17	11
7 - 9	19	12
10 - 15	46	28
16 - 98	14	9
TOTAL	162	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	1	1%
1.0 - 1.9	19	12
2.0 - 2.9	67	44
3.0 - 3.9	59	38
4.0	8	5
TOTAL	154	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	1	1%
1.0 - 1.9	17	14
2.0 - 2.9	53	44
3.0 - 3.9	41	35
4.0	7	6
TOTAL	119	100%

Survey Data
College #26

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	42	86%
No	7	14
TOTAL	49	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	39	93%	0	0%
Four-Year College	3	7	0	0
TOTAL	42	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	37	84%
No	6	14
Don't Know/ Not Applic.	1	2
TOTAL	44	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	31	78%
Research/Term papers	19	48
Class/Homework assignments	32	80
Short reports	20	50
Note taking	21	53
Lab/technical reports	5	13
Journals	14	35
Letters	19	48
Other	2	5
Not applicable	1	3
TOTAL	40	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	2%
1(not prepared)	1	2
2	0	0
3	0	0
4	2	5
5	9	21
6	8	19
7	10	23
8	8	19
9	4	9
10(well prepared)	0	0
TOTAL	43	100%

6. Are you currently employed?

	No.	%
Yes, full-time	9	36%
Yes, part-time	10	40
No	6	24
TOTAL	25	100%

7. If employed, do you use your writing skills?

	No.	%
No	10	53%
Yes, once a week	8	42
Yes, daily	1	5
Other	0	0
TOTAL	19	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	7	78%
Memos	4	44
Reports	2	22
Transcribing dictation	1	11
Technical manuals	0	0
Other	1	11
Not applicable	0	0
TOTAL	9	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	4%
I cannot write well	3	13
I write okay	12	50
I write well	6	25
I write very well	2	8
TOTAL	24	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	10	40%
Transfer without AA/AS	6	24
AA/AS only	4	16
Vocational certificate	1	4
Job skills	1	4
Personal development	3	12
No educational goal	0	0
Other	0	0
TOTAL	25	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	8	80%
No	1	10
Don't know	1	10
TOTAL	10	100%

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LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	43	15%
1 - 5	29	10
6 - 10	80	28
11 - 15	109	37
16 - 20	27	9
21 - 98	2	1
TOTAL	290	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	7	7%
B	37	34
C	26	24
D	5	5
F	4	4
W	5	5
CR	17	16
NCR	1	1
I	4	4
TOTAL	106	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	256	88%
1 - 3	17	6
4 - 6	17	6
7 - 9	1	0
16 - 98	0	0
TOTAL	291	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	120	41%
1 - 3	20	7
4 - 6	15	5
7 - 9	28	10
10 - 15	78	27
16 - 98	29	10
TOTAL	290	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	6	2%
1.0 - 1.9	29	10
2.0 - 2.9	129	45
3.0 - 3.9	99	35
4.0	23	8
TOTAL	286	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	1	0%
1.0 - 1.9	32	13
2.0 - 2.9	115	47
3.0 - 3.9	81	33
4.0	17	7
TOTAL	246	100%

Survey Data
College #27

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	43	88%
No	6	12
TOTAL	49	100%

2. Which type of school or college are you attending?

	Total Sample		English 1A	
	No.	%	No.	%
Community College	38	88%	11	69%
Four-Year College	5	12	5	31
TOTAL	43	100%	16	100%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	38	88%
No	3	7
Don't Know/ Not Applic.	2	5
TOTAL	43	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	30	75%
Research/Term papers	28	70
Class/Homework assignments	30	75
Short reports	23	58
Note taking	24	60
Lab/technical reports	12	30
Journals	10	25
Letters	14	35
Other	8	20
Not applicable	1	3
TOTAL	40	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	0	0%
1(not prepared)	1	2
2	3	7
3	4	10
4	3	7
5	5	12
6	5	12
7	9	21
8	3	7
9	4	10
10(well prepared)	5	12
TOTAL	42	100%

6. Are you currently employed?

	No.	%
Yes, full-time	7	17%
Yes, part-time	24	57
No	11	26
TOTAL	42	100%

7. If employed, do you use your writing skills?

	No.	%
No	13	40%
Yes, once a week	6	19
Yes, daily	10	31
Other	3	10
TOTAL	32	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	11	55%
Memos	12	60
Reports	9	45
Transcribing dictation	2	10
Technical manuals	5	25
Other	4	20
Not applicable	2	10
TOTAL	20	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	2%
I cannot write well	5	11
I write okay	18	40
I write well	12	27
I write very well	9	20
TOTAL	45	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	18	40%
Transfer without AA/AS	8	18
AA/AS only	4	9
Vocational certificate	2	4
Job skills	5	11
Personal development	0	0
No educational goal	1	2
Other	7	16
TOTAL	45	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	8	80%
No	1	10
Don't know	1	10
TOTAL	10	100%

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Records Data
College # 28

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	36	23%
1 - 5	17	11
6 - 10	37	24
11 - 15	49	32
16 - 20	12	8
21 - 98	3	2
TOTAL	154	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	7	8%
B	12	13
C	35	39
D	11	12
F	8	9
W	15	17
CR	0	0
NCR	0	0
I	2	2
TOTAL	90	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	95	87%
1 - 3	12	11
4 - 6	1	1
7 - 9	1	1
16 - 98	0	0
TOTAL	109	100%

4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	3	3%
1 - 3	5	5
4 - 6	9	8
7 - 9	16	15
10 - 15	60	56
16 - 98	14	13
TOTAL	107	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	7	5%
1.0 - 1.9	25	17
2.0 - 2.9	68	46
3.0 - 3.9	45	31
4.0	2	1
TOTAL	147	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	6	5%
1.0 - 1.9	26	22
2.0 - 2.9	54	45
3.0 - 3.9	29	25
4.0	3	3
TOTAL	118	100%

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	8	100%
No	0	0
TOTAL	8	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	7	88%	0	0%
Four-Year College	1	12	0	0
TOTAL	8	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	8	100%
No	0	0
Don't Know/ Not Applic.	0	0
TOTAL	8	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	5	63%
Research/Term papers	4	50
Class/Homework assignments	4	50
Short reports	6	75
Note taking	4	50
Lab/technical reports	1	13
Journals	1	13
Letters	4	50
Other	1	13
Not applicable	0	0
TOTAL	8	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	1	12%
1(not prepared)	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	1	12
8	5	63
9	0	0
10(well prepared)	1	12
TOTAL	8	100%

6. Are you currently employed?

	No.	%
Yes, full-time	0	0%
Yes, part-time	4	67
No	2	33
TOTAL	6	100%

7. If employed, do you use your writing skills?

	No.	%
No	4	80%
Yes, once a week	0	0
Yes, daily	1	20
Other	0	0
TOTAL	5	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	0	0%
Memos	0	0
Reports	0	0
Transcribing dictation	0	0
Technical manuals	0	0
Other	1	100
Not applicable	0	0
TOTAL	1	

IARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Total number of units completed, Spring '87:

	No.	%
0	2	9%
1 - 5	1	4
6 - 10	6	26
11 - 15	10	44
16 - 20	4	17
21 - 98	0	0
TOTAL	23	100%

2. Grade earned in Spring '87 Writing Course:

	No.	%
A	0	0%
B	1	6
C	4	23
D	4	23
F	1	6
W	4	24
CR	0	0
NCR	0	0
I	3	18
TOTAL	17	100%

3. Number of remedial units enrolled in Fall '87, first census week:

	No.	%
0	15	79%
1 - 3	4	21
4 - 6	0	0
7 - 9	0	0
16 - 98	0	0
TOTAL	19	100%

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	0	0%
I cannot write well	0	0
I write okay	2	33
I write well	4	67
I write very well	0	0
TOTAL	6	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	4	66%
Transfer without AA/AS	0	0
AA/AS only	0	0
Vocational certificate	1	17
Job skills	0	0
Personal development	0	0
No educational goal	0	0
Other	1	17
TOTAL	6	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	1	100%
No	0	0
Don't know	0	0
TOTAL	1	100%

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4. Number of non-remedial units enrolled in Fall '87, first census week:

	No.	%
0	2	11%
1 - 3	0	0
4 - 6	2	11
7 - 9	2	11
10 - 15	7	36
16 - 98	6	31
TOTAL	19	100%

5. Fall '86 GPA:

	No.	%
Below 1.0	0	0%
1.0 - 1.9	5	20
2.0 - 2.9	15	60
3.0 - 3.9	4	16
4.0	1	4
TOTAL	25	100%

6. Spring '87 GPA (only if enrolled):

	No.	%
Below 1.0	0	0%
1.0 - 1.9	6	29
2.0 - 2.9	12	57
3.0 - 3.9	2	10
4.0	1	4
TOTAL	21	100%

Survey Data
College #29

LARC STUDENT OUTCOMES STUDY
FOLLOW-UP OF YEAR ONE
(Writing)

1. Are you currently attending school/college?

	No.	%
Yes	12	100%
No	0	0
TOTAL	12	100%

2. Which type of school or college are you attending?

	Total Sample		English IA	
	No.	%	No.	%
Community College	12	100%	0	0%
Four-Year College	0	0	0	0
TOTAL	12	100%	0	0%

3. Have you used the skills you acquired in your English Writing class(es) in your coursework at this college?

	No.	%
Yes	11	100%
No	0	0
Don't Know/ Not Applic.	0	0
TOTAL	11	100%

4. If you answered "yes" to #3 above, which types of writing have you been doing in your course?

	No.	%
Essay exams	10	83%
Research/Term papers	10	83
Class/Homework assignments	6	50
Short reports	3	25
Note taking	9	75
Lab/technical reports	0	0
Journals	4	33
Letters	1	8
Other	0	0
Not applicable	0	0
TOTAL	12	

5. On a scale of 1 to 10, how well prepared, in terms of writing skills, are you for reaching your educational goal?

	No.	%
Don't know	0	0%
1(not prepared)	1	8
2	0	0
3	0	0
4	0	0
5	4	33
6	2	17
7	2	17
8	3	25
9	0	0
10(well prepared)	0	0
TOTAL	12	100%

6. Are you currently employed?

	No.	%
Yes, full-time	0	0%
Yes, part-time	9	90
No	1	10
TOTAL	10	100%

7. If employed, do you use your writing skills?

	No.	%
No	6	67%
Yes, once a week	2	22
Yes, daily	1	11
Other	0	0
TOTAL	9	100%

8. If "yes" to #7 above, what types of writing do you do on the job?

	No.	%
Letters	1	33%
Memos	0	0
Reports	3	100
Transcribing dictation	0	0
Technical manuals	0	0
Other	0	0
Not applicable	0	0
TOTAL	3	

9. How capable do you fell about your writing skills?

	No.	%
I write very poorly	1	10%
I cannot write well	0	0
I write okay	6	60
I write well	3	30
I write very well	0	0
TOTAL	10	100%

10. What is your current educational goal?

	No.	%
Transfer with AA/AS	5	50%
Transfer without AA/AS	1	10
AA/AS only	3	30
Vocational certificate	0	0
Job skills	0	0
Personal development	0	0
No educational goal	0	0
Other	1	10
TOTAL	10	100%

11. If not enrolled, do you plan to re-enroll within the next year?

	No.	%
Yes	2	100%
No	0	0
Don't know	0	0
TOTAL	2	100%

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